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A STUDY OF JOB STRESS AMONG B.ED. TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE

Sahukar Gautam and Vinod Kumar Sharma

Research Scholar , Department of Education, R.B.S.College Agra.
Associate Professor

Abstract:-The present study investigate the effect of organizational climate on job stress among B.Ed. teachers, working in aided and self-financed institutions. Data was collect from 200 teachers working in 11 aided and 11 self-financed B.Ed. institutions which was affiliated with Dr. B. R. A. University by random sampling method. The Occupational Stress Index (OSI) by Srivastava and Singh (1996) and Organizational Climate Inventory (OCI) by Soam Nath Chattopadhyay & K.G. Agarwal (2003) were used to measure job stress and organizational climate. Statistical techniques used for data analysis were 't' test and Pearson's Product Moment Formula. Findings were: (i) Teacher educators who are working in self-financed B.Ed. colleges have highly job stress in comparison to the teachers educators working in aided B.Ed.college. (ii) Aided B.Ed. institutions have better organizational climate in comparison to the self-financed B.Ed. institutions (iii) A significant negative correlation existed between the job stress and organizational climate. (iv) Job stress level of B.Ed. teachers was independent of their gender differences. (v) The obtained results of the present study concluded that if organizational climate of B.Ed. institutions is rich, job stress of B.Ed. teachers will be less.

Keywords:Job Stress , Organizational Climate , society , educational.

INTRODUCTION:-

Education in any society does not depend so much on any one else as on the teacher. Importance and key position of the teacher in an educational system is recognized by everyone. Swami Vivekananda has said, "The true teacher is who can immediately come down to the level of student and transfer his soul to the student's soul and understand through his mind such as teacher can really teach and none else."

According to Tagore, "If the teacher does not himself possess learning, how can he impart it to others? He is like a lamp, lighting other lamps. But a lamp cannot put light in to other lamps if it does not itself burn and shed light. The teacher who merely repeats bookish knowledge mechanically, can never teach anything and can never inspire, without proper inspiration independent creative facilities can never develop."

The education commission (1964-66) in India has emphasized the importance and role of the teacher in the following words: "Of all the different factors which influence the quality education and its condition to national development, the quality, competence and character of teachers are undoubtedly the most significant."

It need to be stated again that as the teacher is the most important factor for improvement in school education, so is teacher educator for teacher education institutions. Someone has said rightly 'as is the school, so is the nation and as is the teacher, so is the school'. The author feels that it will be appropriate to extent this saying further by adding: 'as is the teacher educator, as is the teacher education'. It follows, therefore that the quality of teacher educators is important for bringing and improvement in the teacher education institutions and consequently in school education. The following observation is worth mentioning here. "Those that are entrusted with the responsibility of teaching the teachers have naturally to be men and women of high caliber whose influence would prove to be the greatest asset for prospective teachers" (Adishesiah, 1978, p. 189)

It may be point out here that the teacher education in the country has to face the challenge of producing teachers for a new society - a society which is yet unborn but is necessary to improve the quality of teacher educators manning the teacher education institutions. Today the teacher are greatly responsible for the student's future. Therefore the teacher should be physically and mentally strong so that they can achieve their objectives successfully. For a good teacher it is important that he

should be free from physical and mental diseases. To remain fit a teacher should therefore be out of stress. However if the teacher is subjected to excessive stress and strain, he can't maintain his mental balance. If not dealt seriously teacher's stress is one of the major factors influencing his teaching efficiency. If the teacher has job stress then he can't well adjustment with the organizational climate and can't feel satisfaction with his job. A review of studies conducted in this area indicates that various researches have been done to find out the relationship between various variables linked with job stress, job satisfaction, adjustment and organizational climate. Some researches are quoted here. Organizational climate has significant effect on organizational variables (Kayastha and Kayastha 2012, Dormody and Smyth 2012, Ahmadi and Rakhsh 2012, Kaur 2011, Zhang 2010, Ahghar 2009, Arani and Abbasi 2004, Kumaran 2003). High levels of job stress can have a negative effects on emotional well being (Bennett, Lowe, Mathews, DouraliTattersall, 2001; Paternity, Neidhammer, Lang & Consol 2002, Yadav &Yadav 2001). On the organizational level, high level of job stress have been linked to low levels of productivity (Blix, Cruise, Mitchell & Blix, 1996; Gandham, 2000, Reyanalds, 1997). The relationship between job stress and job satisfaction among industrial and technical teacher educators (Ernest Brewer 2005, Cumming 1995).

Today the teacher are greatly responsible for the student's future. Therefore the teacher should be physically and mentally strong so that they can achieve their objectives successfully. For a good teacher it is important that he should be free from physical and mental diseases. To remain fit a teacher should therefore be out of stress. However if the teacher is subjected to excessive stress and strain, he can't maintain his mental balance. If not dealt seriously teacher's stress is one of the major factors influencing his teaching efficiency. If the teacher has job stress then he can't well adjustment with the organizational climate and can't feel satisfaction with his job.

Organizational climate play a great role in job stress, job satisfaction and adjustment of the teachers, so researcher has curiosity to know that what effects of organizational climate on the job stress among B.Ed. teachers of aided and self-financing institutions.

STATEMENT OF THE PROBLEM

A STUDY OF JOB STRESS AMONG B.ED. TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE.

JOB STRESS :

According to Webster's new dictionary (1973), "Stress is a mental or physical tension caused by some urgency or pressure.

Job stress is generally define in the term of relationship between person and environment. McGrath (1976) has noted that a stress involves an interaction of person and environment.

Margolis and Kroes (1974) define job stress as a condition worth interacting with worker characteristics to disrupt psychological or physiological homeostasis. The causal situation conditions are job stresses and the disrupted homeostasis is job related strain.

Beehr and Newman (1978) define job stress as condition where in job related factors interact with worker to disrupt or enhance his psychological and physiological conditions and he is forced to deviate from normal functioning.

In the present study job stress may be define as "Job stress meant negative environmental factors or stressors (i.e. workload, role conflict/ ambiguity, powerlessness, poor peer relation, poor working conditions, political pressure etc.) associated with a particular job."

ORGANIZATIONAL CLIMATE

Campbell et.al.(1970) define organizational climate as a "set of attributes specific to a particular organization that may be induced from the way that organization deals with its member and its environment. Letwin and Stringer (1968) has defined" organizational climate refers to the perceived, subjective effect of the formal system, the informal style of managers and other important environmental factors on the attitudes, beliefs, values and motivation of people who work in a particular organization."

In the present study organizational climate is operational defined as the characteristics of the institutes and its members i.e. their age, sex and length of association with organization. It is also reflected in the class structure in terms of the stratification of various roles and status. Apart from there are several other organizational variables which also influence organizational climate, namely communication performance standards, support system, warmth, responsibility, reward system, member identify, conflict resolution, participation in decision making, organizational structure and the level of motivation. Organizational climate thus is an outcomes of an interplay between a number of variables of the societal system, the organization, and the individual members.

OBJECTIVES:

- 1.To study the job stress of B.Ed. teachers.
- 2.To study the organizational climate of B.Ed. teacher educators.
- 3.To find the relationship between the job stress, organizational climate of B.Ed. teachers.

- 4.To compare the job stress of B.Ed. teachers in relation to gender difference.
- 5.To compare the job stress of B.Ed. teachers, teaching in different organizational climate.

HYPOTHESIS

1. There is no significant difference exist between the job stress of B.Ed. teacher educators working in aided and self-financed institutions.
2. There is no significant difference exist between the organizational climate of aided and self-financed B.Ed. institutions.
3. There is no significant relationship between the job stress and organizational climate of B.Ed. teachers.
4. There is no significant difference exist between the job stress of B.Ed. teachers in relation to gender difference.
5. There is no significant difference exist between the job stress of B.Ed. teacher, teaching in different organizational climate.

METHOD OF THE STUDY

In the present study the descriptive survey method of research is selected because the problem concerned with the present times.

In the present investigation all the steps and characteristics that are essential for the descriptive survey method of research have been followed.

SAMPLE OF THE STUDY

Random sampling method was used to select 11 aided and 11 self-financed B.Ed. colleges/ institutions. Two hundred teacher educators were selected from 22 B.Ed. institutions.

TOOLS TO BE USED.

The following tools were used to collect data to conduct study.

- 1.Occupational stress index (ISO) by Srivastava and Singh (1996).
- 2.Organizational climate inventory by Soam Nath Chattopadhyay & K.G. Agarwal (2003).

All the above listed tools are standardized in Indian conditions and were found reliable to be collect data related to variables under study.

ANALYSIS AND INTERPRETATION OF THE DATA

OBJECTIVE1:

TO STUDY OF JOB STRESS OF B.ED. TEACHER EDUCATORS WORKING IN AIDED AND SELF-FINANCED INSTITUTIONS.

One of the objectives of the present investigations was to compare the level of stress among teacher educators working in aided and self-financed B.Ed. institutions. Mean value of two groups were computed and compared by using critical ratio as significance for this purpose. The result obtained are presented in the table 1.1 given below.

Table 1.1 : The Mean, S.D. and C.R. of job stress scores of teacher educators working in aided and self-financed B.Ed. institutions.

Group	N	Mean	S.D.	C.R. Value	p
Aided	81	112.27	13.26	7.74	<.01
Self-financed	119	126.65	12.38		

The statistical values of above table clearly depict that teacher educators who are working in self-financed B.Ed. colleges have highly job stress in comparison to the teachers educators working in aided B.Ed.colleges because mean value of job stress score of self-financed group (126.65) is higher in comparison to their counterpart groups (112.27).

It is evident from above table that there is a significant difference at 0.01 level for 198 degree of freedom between the job stress of aided and self-financed group teacher educators. The significant difference in the means of the two groups highlights that in 99% cases the teacher educators who are working in self-financed B.Ed. institutions have high job stress in comparison to teacher educators working in aided groups. there are only 1% chances that two groups of teacher educators do

not differ in their job stress.

The obtained result are quite logical because the group of self-financed teacher educators have less job security feeling, less salary and other facilities comparison to teacher educators who working in aided B.Ed. Colleges.

OBJECTIV2:

TO STUDY THE ORGANIZATIONAL CLIMATE OF B.ED. INSTITUTIONS/ COLLEGES .

To know difference of organizational climate between aided and self-financed B.Ed. institutions 't' value were computed and have been shown in the following tables separately.

Table 2.3: Showing Mean, S.D. and 't' values of organizational climate of aided and self-financed B.Ed. Institutions

Statistical group Value	N	Mean	S.D.	't' value	P
Groups Aided Group Institutions	81	241.69	26.52	3.31	<.01
Self-financed Group Institutions	119	226.13	39.39		

The table 2.3 is clearly indicate that the mean value of aided group institutions and self-financed group institutions are 241.69 and 226.13 respectively. On the basis of mean values it is eassily concluded that aided B.Ed. institutions have better organizational climate in comparison to the self-financed B.Ed. institutions because mean scores of aided institutions (241.69) is

higher in comparison to their counterpart groups (226.13). Though the difference in mean values of two groups is very little but this mean difference is found statistically significant. The computed 't' value is 3.31, which is clearly significant at 0.1 level of confidence for 198 df.

OBJECTIVE 3:

TO FIND THE RELATIONSHIP BETWEEN THE ORGANIZATION CLIMATE WITH JOB STRESS OF B.ED. TEACHERS.

Table3.1: Showing the Correlation between Organization Climate and Job Stress of B.Ed. Teachers

Variables	N	Coefficient of Correlation	Level of Significance
Organizational Climate & Job Stress	200	-0.249	< .01

Result of table 3.1 revealed that significant negative correlation existed between the job stress and organizational climate as the value of coefficient of correlation was found to be -0.249, which was significant at .01 level of significant.

The reasons for the above mentioned results may be that good organizational climate of institutions could be attributed towards better service conditions in term of democratic functioning of the school head, tension management, performance standards, identity problems, warmth, organizational structure, conflict resolution, support system etc. Now all these factors may be helpful to the teachers in reducing their level of job stress.

Result of present study were in agreement with the result of Green(1992), Sharma(2000),

OBJECTIVE 4 :

TO COMPARE THE JOB STRESS OF B.ED. TEACHERS IN RELATION TO GENDER DIFFERENCE.

Table 4.1: Showing Mean, SD, 't' value of Job Stress of Male and Female B.Ed. Teachers

Groups	Statistical group value	N	Mean	S.D.	't' value	P
	Gender					
Aided Group of B.Ed. Teachers	Male	23	108.56	14.91	1.60	NS
	Female	58	113.74	12.37		
Self-finance Group of B.Ed. Teachers	Male	45	124.89	11.61	1.21	NS
	Female	74	127.72	12.79		
Total Group of B.Ed. Teachers	Male	68	119.37	14.90	1.02	NS
	Female	132	121.58	14.36		

From the perusal of table 4.5.1, it is evident that out of the three t-values calculated for the comparison of three pairs of B.Ed. teachers none is significant at all. On the basis of this statistical finding, it may be concluded that the three groups of B.Ed. teachers do not differ each other in terms of job stress due to their gender difference. In other words it may be said that the overall level of job stress between male and female B.Ed. teachers in these three groups is almost similar. Mean scores of these three groups also revealed not much difference in the job stress of male and female teachers. The difference between mean values are due to chance of error. In other words, gender difference did not play any role in the level of job stress of B.Ed. teachers as per the findings of the present study.

It may be conclude that male teachers do not differ from female teachers in term of their job stress working in same conditions. Hence it can be says that male and female B.Ed. teachers, working in same conditions have equally job stress. In other words we can say that job stress level of B.Ed. teachers was independent of their gender differences.

Findings of the present study may be explained on the basis of nature of job and nature of work of both the genders. More or less both the genders have to perform almost similar duties under similar conditions.

Finding of the present study were in line with the findings of Roohina, faiz (2009), Grewal (2004), Singh, H. (2003) who found female and male teachers have equally degree of job stress.

OBJECTIVE 5:

TO COMPARE THE JOB STRESS OF B.ED. TEACHERS, TEACHING IN DIFFERENT ORGANIZATIONAL CLIMATE.

Table 5.1: Showing Mean, S.D. and 't' values of job stress of teacher educators working in good and poor organizational climate of B.Ed. Institutions

Statistical group Value	N	Mean	S.D.	't' value	P
Good Org. Climate	61	117.97	15.54	2.91	<.01
Poor Org. Climate	42	126.43	13.75		

Table 2.3 clearly indicates that the calculated 't' value of job stress between good organizational climate and poor organizational climate is 2.91, which is significant at .01 level of significance. The mean value of teachers job stress scores (117.97) under good organizational climate of B.Ed. institutions was less as compared to the mean value of job stress scores under poor organizational climate of B.Ed. institutions (126.43). The obtained results of the present study concluded that if organizational climate of B.Ed. institutions is rich, job stress of B.Ed. teachers will be less.

CONCLUSIONS:

1. There is a significant difference exist at 0.01 level between the job stress of B.Ed. teacher educators of aided and self-

financed institutions. Teacher educators who are working in self-financed B.Ed. colleges have highly job stress in comparison to the teachers educators working in aided B.Ed.

2. There is a significant difference exist at 0.01 level between the organizational climate of B.Ed. teacher educators of aided and self-financed institutions. Aided B.Ed. institutions have better organizational climate in comparison to the self-financed B.Ed. institutions.

3. A significant negative correlation existed between the job stress and organizational climate.

4. Gender difference did not play any role in the level of job stress of B.Ed. teachers as per the findings of the present study.

5. There is a significant difference exist at 0.01 level between the job stress of good organizational climate and poor organizational. Obtained results of the present study concluded that if organizational climate of B.Ed. institutions is rich, job stress of B.Ed. teachers will be less.

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Sahukar Gautam

Research Scholar, Department of Education, R.B.S. College Agra.

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